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ABSTRACT

A description is given of an intensive, clinically-based program of teacher education leading to a Masters of Education Degree and state certification in elementary or secondary education. The program is a combination of apprenticeship and course work, moving program members from the role of student to that of teacher in an evolutionary way. Four unique features of the program are described: (1) the program is the result of an ongoing collaborative effort of a public school district and a private university; (2) students receive intensive graduate-level training for classroom teaching leading to certification in approximately one year; (3) course work is linked directly to daily classroom apprenticeship practice; and (4) the program contains a research component. The rationale for both the elementary and secondary programs is discussed and course descriptions are provided for each level. (JD)

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SOUTH EUCLID-LYNDHURST SCHOOLS

JOHN CARROLL UNIVERSITY

TEACHER INTERN PROGRAM

NCSIE PRESENTATION NOVEMBER 21, 1988

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SOUTH EUCLID-LYNDHURST SCHOOLS/JOHN CARROLL UNIVERSITY TEACHER INTERN PROGRAM

The Teacher Education Program is an intensive, clinically-based program of teacher education leading to a Masters of Education Degree and State certification in elementary or secondary education. The program began in 1987. The intent of the program is to provide professional training that is intellectually demanding and sufficiently inspiring to attract high caliber, liberal arts graduates to classroom teaching. A combination of apprenticeship and course work moves program members from the role of student to that of teacher in an evolutionary way.

The program is a source of pride for both the South Euclid-Lyndhurst Schools and John Carroll University. Four features of the program make it especially unique. First, the program is a result of an ongoing of a collaborative effort of a public school district and a private university. Funding for this program is provided through John Carroll University. In order to provide adequate financial resources for inservice training, staff compensation, and supplies, the full tuition for course work taught on site is paid to the South Euclid-Lyndhurst City School district. Second, students receive intensive graduate-level training for classroom teaching which may lead to certification in approximately one year. Third, course work is linked directly to daily classroom apprentice ship rather than being removed from practice. Fourth, the program contains a research component: by studying closely the teaching-learning interaction, the program seeks to improve traditional teacher education.

Formal course work is taught at both John Carroll University and a South Euclid-Lyndhurst public school. The clinical portion of the program is at the school and includes daily classroom apprenticeship linked to the study of theory through four courses: Adolescent Development, Methods of Teaching, Professional Development Seminar and Student Teaching.

This innovative program provides many advantages for the South Euclid-Lyndhurst City Schools community. Staff members are given the opportunity to enhance their teaching expertise. Under the guidance of John Carroll University, they analyze and seek to improve their own instructional strategies and methods in preparation for teaching an instructional methods class. The professional staff is exposed to current research and educational practices through involvement with teacher candidates. A professional development seminar provides for stimulating educational discussions and analysis of various teaching situations. The children benefit from having a teacher who has renewed and expanded his/her professional expertise.

The liberal arts degrees held by the teacher candidates add to learning opportunities for students. Their involvement allows for increased individualization and team teaching within the classroom. The effectiveness of small group instruction is maximized.

Both the Methods of Teaching course and day-to-day curricula planning require collaborative effort among faculty. These experiences enable program students to understand children, to create appropriate and exciting curricula in a variety of settings, and to be effective members of a planning team.

ELEMENTARY PROGRAM PHILOSOPHY AND PRACTICE

The combination of apprenticeship and course work moves Program members from the role of student to that of teacher in an evolutionary way.

The Child Development course includes readings on current theories, while in-class work makes children the living documents so that no gap exists between the theoretical and the real child. At Lowden Elementary School it is the learner's response rather than a teaching manual that dictates the development of curriculum: therefore, knowledge of and sensitivity to children precede choice of subject and method of teaching.

Both the Methods of Teaching course and day-to-day curricula planning provide models of collaborative effort among faculty. These experiences enable Teacher candidates to understand children, to create appropriate and exciting curricula in a variety of settings, and to be effective members of a planning team.

The Professional Development Seminar ties together much of what is learned else-where in the Program, with emphasis on understanding of the school both as a culture of its own and as part of a larger system. To add breadth to the experience, visits to urban schools are included.

PROGRAM OUTLINE

The Masters degree course of study is 40 credit hours. Teacher candidates will complete the Program in one calendar year. For state certification, general education requirements must be met.

SUMMER TERM

Foundations of Education (J.C.U.)
Learning Theory (J.C.U.)

FALL TERM

Innovations in Reading Instruction (J.C.U.)
Child Development (S.E.L.)
Methods of Teaching A & Apprenticeship (S.E.L.)
Seminar in Professional Development (S.E.L.)

SPRING TERM

Research (J.C.U.)
Children's Literature (J.C.U.)
Media Lab (J.C.U.)
Methods of Teaching B & Apprenticeship (S.E.L.)
Student Teaching (S.E.L.)

Throughout the academic year, Teacher candidates will be at Lowden Elementary four days a week. The apprenticeship portion consists of placement in classrooms totaling three days a week. On-site courses are also taught during the school day. Courses held at John Carroll University are taken daytime during the summer, and evenings in the fall and spring. A comprehensive examination is required for completion of the Masters program.

PROGRAM RATIONALE

The South Euclid-Lyndhurst Schools clinical portion of the MEd. program is a package that includes daily classroom apprenticeship linked directly to the study of theory. Four courses are closely related to classroom practice: Child Development, the Methods Block, and the Professional Development Seminar and Student Teaching. Through the apprenticeship the growing knowledge of child, method, and teacher is tested and exercised as it accumulates.

The graduate program takes into account what is known about adult learners. School is not a new experience to an adult; therefore, each person brings to the setting beliefs, attitudes, and memories. The adult learner has first to become aware of these and then use them and move beyond them to a deeper and broader understanding of the educational process. The adult can achieve the critical distance necessary to test his/her assumptions and continually revise his/her educational philosophy as experience dictates. The capacity to analyze and revise marks the professional teacher. The Professional Development Seminar and bi-monthly advisement specifically promote this kind of analysis.

Collaborative learning and functioning as part of a community are important to adults. Spending their days in one school setting and becoming an integral part of its workings satisfy the need to learn from the inside out. Moreover, this immersion allows for comprehensive understanding of the school as a culture, a subject which is an important focus of the Professional Development Seminar. To understand schooling a teacher candidate needs to see the institution as both an individual unit and as part of a system.

Sound professional training enables a teacher to understand children and empowers him/her to invent appropriate and exciting curricula, whatever his/her setting, and to be an effective member of a planning team. The Methods Block, which was designed and will be taught by a large portion of the school faculty, provides a model of the power of collaborative effort, as does the on-going curriculum planning which the teacher candidates will witness daily.

The Child Development course includes readings about current theories, but the children in the classrooms are the living documents. There is no gap between the hypothetical and real child, whom everyone in the setting knows.

The combination of apprenticeship and course work moves a person from student to teacher in an evolutionary way. One begins as an observer, becomes an assistant, and finally assumes responsibility for the classroom. A teacher candidate does not take all his/her course work in one location and finds him/herself suddenly teaching in a new and foreign setting. The school environment becomes familiar.

COURSE TITLE

Methods Block

COURSE DESCRIPTION

In-depth study of methods of teaching in different subject area. Didactic instruction is tied closely to actual observation and opportunities to assist in elementary classrooms.

PURPOSE OF THE COURSE

The course is designed to provide both theoretical background and practical experience with methods of instruction in seven subject areas: language arts, math, science, social studies, art, music, and physical education (and health).

COURSE DESIGN AND OBJECTIVES

Teacher candidates will meet as a class for three hours each week. For every hour of instruction about a given subject area (approximately nine hours per area), teacher candidates will spend at least one hour in direct observation of school children engaged in that subject. The program allows teacher candidates to observe and assist in school classrooms three full days a week for 24 weeks.

Teacher candidates will:

-engage in math instruction with a small group of children;

-assist in leading a reading group or literature discussion;

-participate in conferencing with children about their writing;

-participate in classroom instruction in science and social studies;

-assisting a lesson in physical education, in art, and in music;

-design an outline for an integrated unit of study.

SCHEDULE OF METHODS BLOCK CLASS MEETINGS

(Tuesdays: 8:00-11:30 A.M.)

Language Arts	= 5
Music	= 1
Social Studies	= 2
Computer	= 1
Science	= 2
Math	= 2
Art	= 1
P.E./Health	= 1

Sept.	1	General Methods
	8	General Methods
	15	General Methods
	22	General Methods
Oct.	6	General Methods
	13	General Methods
	20	General Methods
	27	Language Arts: Reading Unit I
Nov.	3	Language Arts: Reading
	10	Language Arts: Writing
	17	Music
	24	Social Studies
Dec.	1	Computer Unit I
	8	Science Unit I
	15	Science
Jan.	5	Math
	12	Math
	19	Art
	26	Social Studies
Feb.	2	Language Arts
	9	Language Arts
	16	Theme Study
	23	Physical Ed/Health
March	1	General Methods
	8	General Methods

INSTRUCTOR

It is intended that the building principal will coordinate the instruction for the course. Members of the Lowden Elementary School teaching staff will participate in discussions, demonstrations and presentations.

COURSE TITLE

Seminar in Professional Growth

COURSE DESCRIPTION

A seminar which focuses upon the teacher candidate's own feelings, attitudes, and performance as he/she becomes involved with students and curriculum in the school classroom.

PURPOSE OF THE COURSE

The seminar is the primary means through which teacher candidates examine their own growth as persons and as professionals during the course of the teacher training program. The seminar is based upon the conviction that teachers must develop the skills and habit of self-analysis so that they can continue to evaluate and refine their interactions with children, with other professionals, and with the subject matter.

COURSE DESIGN AND OBJECTIVES

Teacher candidates will meet individually with their school-site advisor for one hour every other week. Alternate weeks, teacher candidates will meet as a group with the advisor.

The meetings provide the forum in which the teacher candidates can develop their awareness of how they are growing into the role. The seminar is the arena in which they can:

-try out ideas, share accounts of their experiences, and compare perceptions with others;

-examine their competence and skills with different subject matter;

-determine their degree of comfort with different theoretical approaches;

-examine their assumptions, beliefs, and prejudices;

-set personal goals for improvement, refinement, and further learning;

INSTRUCTOR

This seminar will be led by an instructor from the South Euclid-Lyndhurst Schools. Although this course will meet during the school day it will not interrupt the childrens classes because the seminar instructor will not be a classroom teacher. It is intended that the seminar leadership will be shared by the principal, and various central office personnel.

COURSE TITLE

Child Development

COURSE DESCRIPTION

Review of major theories of child development and the growth of children from pre-school through adolescence. Emphasis upon actual classroom observation of children at different age levels.

PURPOSE OF THE COURSE

The course is designed to provide both theoretical background and substantial field experience, so that teacher candidates can apply their knowledge of developmental influences and stages to actual work with children on a daily basis.

COURSE DESIGN

The Child Development class will meet three hours a week. In addition, a teacher candidate will observe a given school child at least three hours a week in order to derive an in-depth case study of that child.

In order that the graduate classroom and the elementary placement remain linked a portion of every three-hour class meeting will be devoted to viewing the teacher candidates' placement experiences in light of the instructional material.

COURSE OBJECTIVES

The teacher candidates will demonstrate, via regular quizzes and an examination, familiarity with major theories of child development: psychosexual, psychosocial, cognitive, language, moral.

By means of an in-depth written case study, the teacher candidate will demonstrate understanding of:

- -the importance of a particular child's cultural, family and school context;
- -the relationship between the child's language and his/her thinking;
- -the child's own perception of his/her world -- how he/she defines what he/she experiences;
- -how that perception influences and is expressed through his/her behavior.

The teacher candidate will develop informal diagnostic skills and use his/her observations of behavioral cues in order to design particular educational strategies for several children.

Through daily experience with children at Lowden Elementary School, the teacher candidate will understand that assessment and observation are ongoing, integral parts of the educational process; the teacher is always a student of his/her students.

INSTRUCTOR

This course will be taught on site by an instructor provided through John Carroll University at Lowden Elementary School.

SECONDARY PROGRAM PHILOSOPHY AND PRACTICE

The combination of apprenticeship and course work moves program members from the role of student to that of teacher in an evolutionary way.

The Child Development course includes readings on current theories, while in-class work makes children the living documents so that no gap exists between the theoretical and the real child. At Brush High School it is the learner's response rather than a teaching manual that dictates the development of curriculum: therefore, knowledge of and sensitivity to children precede choice of subject and method of teaching.

Both the Methods of Teaching course and day-to-day curricula planning provide models of collaborative effort among faculty. These experiences enable Teacher candidates to understand children, to create appropriate and exciting curricula in a variety of settings, and to be effective members of a planning team.

The Professional Development Seminar ties together much of what is learned else-where in the program, with emphasis on understanding of the school both as a culture of its own and as part of a larger system. To add breadth to the experience, visits to urban schools are included.

PROGRAM OUTLINE

The Masters degree course of study is 39 credit hours. Teacher candidates will complete the Program in approximately one calendar year. For state certification, general education requirements must be met.

SUMMER TERM

Foundations of Education (J.C.U.)
Research Methods (J.C.U.)

FALL TERM

Learning Theory (J.C.U.)
Child Development (S.E.L.)
Seminar in Professional Development A (S.E.L.)
Curriculum (J.C.U.)

SPRING TERM

Research (J.C.U.)
Methods of Teaching (S.E.L.)
Media Lab (S.E.L.)
Reading and Study Skills in the Content Areas (J.C.U.)
Seminar in Professional Development B (S.E.L.)
Student Teaching (S.E.L.)

SUMMER TERM

Two Graduate Courses in Area of Certification (J.C.U.)

Throughout the academic year, Teacher candidates will be at Brush High School five days a week. The apprenticeship portion consists of placement in classrooms totaling three days a week. On-site courses are taught during the school day. Courses held at John Carroll University are taken daytime during the summer, and evenings in the fall and spring. A comprehensive examination is required for completion of the Masters program.

PROGRAM RATIONALE

The South Euclid-Lyndhurst Schools clinical portion of the MEd. program is a package that includes daily classroom apprenticeship linked directly to the study of theory. Four courses are closely related to classroom practice: Child Development, the Methods Block, and the Professional Development Seminar and Student Teaching. Through the apprenticeship the growing knowledge of child, method, and teacher is tested and exercised as it accumulates.

The graduate program takes into account what is known about adult learners. School is not a new experience to an adult; therefore, each person brings to the setting beliefs, attitudes, and memories. The adult learner has first to become aware of these and then use them and move beyond them to a deeper and broader understanding of the educational process. The adult can achieve the critical distance necessary to test his/her assumptions and continually revise his/her educational philosophy as experience dictates. The capacity to analyze and revise marks the professional teacher. The Professional Development Seminar and bi-monthly advisement specifically promote this kind of analysis.

Collaborative learning and functioning as part of a community are important to adults. Spending their days in one school setting and becoming an integral part of its workings satisfies the need to learn from the inside out. Moreover, this immersion allows for comprehensive understanding of the school as a culture, a subject which is an important focus of the Professional Development Seminar. To understand schooling a teacher candidate needs to see the institution as both an individual unit and as part of a system.

Sound professional training enables a teacher to understand adolescents and empowers him/her to invent appropriate and exciting curricula, whatever his/her setting, and to be an effective member of a planning team. The Methods Block, which was designed and will be taught by a large portion of the school faculty, provides a model of the power of collaborative effort, as does the on-going curriculum planning which the teacher candidates will witness daily.

The Child Development course includes readings about current theories, but the adolescents in the classrooms are the living documents. There is no gap between the hypothetical and real adolescent, whom everyone in the setting knows.

The combination of apprenticeship and course work moves a person from student to teacher in an evolutionary way. One begins as an observer, becomes an assistant, and finally assumes responsibility for the classroom. A teacher candidate does not take all his/her course work in one location and finds him/herself suddenly teaching in a new and foreign setting. The school environment becomes familiar.

COURSE TITLE

Methods Block

COURSE DESCRIPTION

This course includes an in-depth study of methods of teaching. Didactic instruction is tied closely to actual observation and opportunities to assist in secondary classrooms.

PURPOSE OF THE COURSE

The course is designed to provide both theoretical background and practical experience with methods of instruction in the area of certification.

COURSE DESIGN AND OBJECTIVES

Teacher candidates will meet as a class for three hours each week during the first semester. For every hour of instruction in the subject area, (approximately 48 hours), teacher candidates will spend at least one hour in direct observation of school children engaged in that subject. The program allows teacher candidates to observe and assist in school classrooms three full days a week for 24 weeks.

Teacher candidates will:

-observe instruction in a variety of course offerings taught by a variety of instructors;

-engage in instruction with a small group of adolescents;

-assist in leading a discussion;

-participate in conferencing with adolescents about their schoolwork;

-participate in classroom instruction;

-design an outline for an integrated unit of study.

SCHEDULE OF METHODS BLOCK CLASS MEETINGS

(Tuesdays: 8:00-11:30 A.M.)

INSTRUCTOR

It is intended that the building principal will coordinate the instruction for the course. Members of the Brush High School teaching staff will participate in discussions, demonstrations and presentations.

COURSE TITLE

Seminar in Professional Growth

COURSE DESCRIPTION

This is a seminar which focuses upon the teacher candidate's own feelings, attitudes, and performance as he/she becomes involved with students and curriculum in the school classroom.

PURPOSE OF THE COURSE

The seminar is the primary means through which teacher candidates examine their own growth as persons and as professionals during the course of the teacher training program. The seminar is based upon the conviction that teachers must develop the skills and habit of self-analysis so that they can continue to evaluate and refine their interactions with children, with other professionals, and with the subject matter.

COURSE DESIGN AND OBJECTIVES

Teacher candidates will meet individually with their school-site advisor for one hour each week.

The meetings provide the forum in which the teacher candidates can develop an awareness of how they are growing into the role. The seminar is the arena in which they can:

-try out ideas, share accounts of their experiences, and compare perceptions with others;

-examine their competence and skills with different subject matter;

-determine their degree of comfort with different theoretical approaches;

-examine their assumptions, beliefs, and prejudices;

-set personal goals for improvement, refinement, and further learning;

INSTRUCTOR

This seminar will be led by an instructor from the South Euclid-Lyndhurst Schools. Although this course will meet during the school day it will not interrupt the childrens classes because the seminar instructor will not be a classroom teacher. It is intended that the seminar leadership will be shared by the principal, and various central office personnel.

COURSE TITLE

Child Development

COURSE DESCRIPTION

Major theories of child development and the growth of children from pre-school through adolescence will be reviewed in this course. Emphasis will be placed upon actual classroom observation of children at different age levels.

PURPOSE OF THE COURSE

The course is designed to provide both theoretical background and substantial field experience, so that teacher candidates can apply their knowledge of developmental influences and stages to actual work with children on a daily basis.

COURSE DESIGN

The Child Development class will meet three hours a week. In addition, a teacher candidate will observe a given adolescent at least three hours a week in order to derive an in-depth case study of that adolescent.

In order that the graduate classroom and the secondary placement remain linked a portion of every three-hour class meeting will be devoted to viewing the teacher candidates' placement experiences in light of the instructional material.

COURSE OBJECTIVES

The teacher candidates will demonstrate, via regular quizzes and an examination, familiarity with major theories of child development: psychosexual, psychosocial, cognitive, language, moral.

By means of an in-depth written case study, the teacher candidate will demonstrate understanding of:

- -the importance of a particular adolescent's cultural, family and school context;
- -the relationship between the adolescent's language and his/her thinking;
- -the adolescent's own perception of his/her world -- how he/she defines what he/she experiences;
- -how that perception influences and is expressed through his/her behavior.

The teacher candidate will develop informal diagnostic skills and use his/her observations of behavioral cues in order to design particular educational strategies for several adolescents.

Through daily experience with adolescents at Brush High School, the teacher candidate will understand that assessment and observation are ongoing, integral parts of the educational process; the teacher is always a student of his/her students.

INSTRUCTOR

This course will be taught on site by an instructor provided at Brush High School under the direction of the Pupil Services Director.

For further information about the program contact:

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